**Lighting Up Literacy: Interactive Activity Choices For All Readers**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Reading**  **Format** | **Options** | **Listening** | **Physical**  **response** | **Oral**  **response** | **Re-Reading** | **Additional**  **Reading** | **Written**  **response** | **For sub work**  **or homework** | **Compr.Check examples** |
| Gestures | \*screen  (may be projected or text on a board or written on a large sheet of paper.) | Teacher reads aloud and students gesture  Teacher points to reading and students gesture.  Student reads aloud  and partners gesture  Students read/ gesture and  partner retells. | possible | yes | Only if gestures have a “sound effect” | possible | w/  Embedded  Reading | no | possible | “Show me \_\_”  “When I point to the word/phrase, show me the gesture.” |
| Actors | screen | Actors on “stage”  In small groups w/ teacher reading aloud  In small groups w/ student reading aloud | yes | yes | If there is  dialogue in the piece  or  If combined w/  Q and A. | possible | w/  Embedded  Reading | no | possible | “Circling” about scene and actors |
| Illustration | Any | Ind. horizontal storyboards  Ind. vertical storyboards  Individual murals  Group takes turns or draws a “mural” | Not while illustrating | yes | no | yes | w/  Embedded  Reading | no | with prior experience | Match the picture to the word/phrase. |
| Parallel character  or story  (compare a character  or a story  create a  back story  predict a future story) | Any | Lead/created by teacher questioning  Actual or fictional  Visualized, remembered,  actor/puppet,  photo/illustration | yes | possible | yes | possible | If separate reading is created. | If student writes or  If comparison  diagram is created | possible | “Fish” for details.  Either / or ?  Compare/  Contrast ? |
| “Negotiate for  Meaning” | Any | Teacher uses a pointer and a student or students negotiate.  Students take turns negotiating in small groups.  Students negotiate individually. | possible | no | yes | possible | possible | possible | possible | “How would you say\_\_?”  “What is another word for\_\_\_? |

© Clarcq, Whaley 2013

**Lighting Up Literacy: Interactive Activity Choices For More Advanced Readers**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Reading**  **Format** | **Options** | **Listening** | **Physical**  **response** | **Oral**  **response** | **Re-Reading** | **Additional**  **Reading** | **Written**  **response** | **For sub work**  **or homework** | **Compr.Check examples** |
| **True/False**  **Questions** | Any | Simple T/F  Correct if false.  Choose the true answer.  Tell the story incorrectly. | possible | gesture T/F | possible | possible | no | Write correct answer | With prior experience | Use as is. |
| **Multiple**  **Choice**  **Questions** | Any | L1 or L2  Two, three, four answer choices  Picture choices  Justified answers | possible | gesture  “clicker”  show cards | possible | encouraged  esp. w/  justified answers | If creating a “DBQ” format | possible | With prior experience | Use as is. |
| **Summarization** | Any | List \_\_\_facts from the piece.  Choose \_\_\_ sentences that summarize piece.  Draw a scene from the piece with  \_\_\_\_ details.  Advanced:  From different points of view  In a different tense  According to different characters | no | Use sentence strips, Choose which sentences best summarize piece. | Teacher elicits sentences from students. | yes | no | possible | With prior experience | “What is the main idea?”  “What is the most important thing that happened?”  “How did the piece begin/end?”  “What are the primary steps outlined in the process?” |
| **Cloze readings** | Any | With picture representation of missing words.  With a word bank  With initial or final consonants of missing words. | possible | no | possible | possible | w/Embedded Reading | yes | With prior experience | Use as is. |

© Clarcq, Whaley 2013

**Lighting Up Literacy: Interactive Activity Choices For More Advanced Readers**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Reading**  **Format** | **Options** | **Listening** | **Physical**  **response** | **Oral**  **response** | **Re-Reading** | **Additional**  **Reading** | **Written**  **response** | **For sub work**  **or homework** | **Compr.Check examples** |
| **Discussion** | Any | What do the characters think feel say and do and WHY?  Cause and effect  What if?  Compare/Contrast  Predict  Literary devices  Debate  Explore cultural/historical accuracy | yes | “Talk w/your feet”  Agree/  Disagree signals | yes | encouraged | possible | possible | With prior experience | “Where does it say in the text that\_\_\_?”  “How does the author express\_\_?”  “What evidence is there in the text?”  “Why?” |
| **Mapping** | Any | Geographical  Graphic Organizers  “KWL”  Cornell Notes | possible | possible  w/  SmartBoards or manipulatives | possible | encouraged | possible | possible | With prior experience | Use with discussion.  Student uses for presentation/sharing/answering questions. |

This document is designed to be a continual work in progress. Permission granted for individual teachers to download and adapt for their own use as a classroom planner and reference document. Add your own ideas and activities as needed.

© Clarcq, Whaley 2013